



## BROWNS FERRY ELEMENTARY

7292 Brown's Ferry Road  
Georgetown, SC 29440

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	182 Students	
<b>Principal</b>	Bethany Giles-Burgess	843-527-1325
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Jim Dumm	843-436-7000

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good*</b>
2009	Average	Average
2008	Below Average	Average
2007	Below Average	At-Risk
2006	Good	At-Risk

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

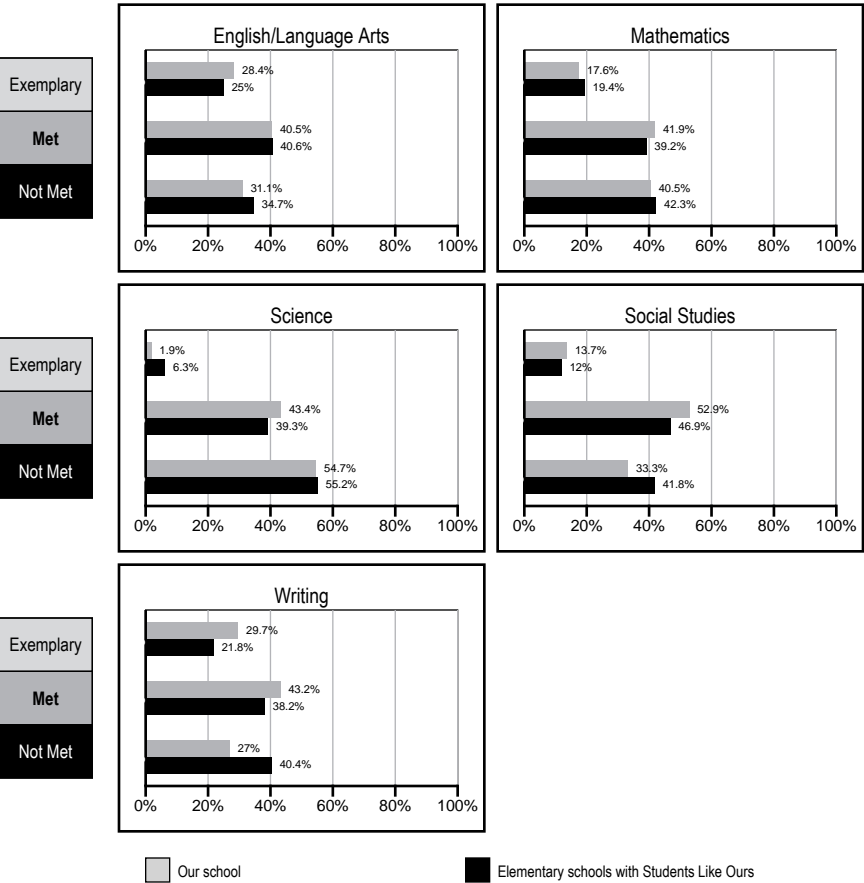
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	82	58	23

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=182)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 4.1%	1.5%	1.2%
Attendance rate	96.7%	Down from 96.9%	95.9%	96.1%
Eligible for gifted and talented	3.9%	Up from 2.2%	4.5%	11.7%
With disabilities other than speech	8.0%	Down from 8.2%	8.4%	8.0%
Older than usual for grade	0.0%	No Change	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=17)</b>				
Teachers with advanced degrees	64.7%	Down from 65.0%	60.0%	60.5%
Continuing contract teachers	88.2%	Up from 75.0%	78.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.2%	Down from 84.9%	83.4%	87.0%
Teacher attendance rate	94.8%	Up from 94.0%	95.4%	95.4%
Average teacher salary*	\$48,096	Up 0.8%	\$45,499	\$47,288
Professional development days/teacher	9.0 days	Down from 10.6 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Up from 14.8 to 1	17.2 to 1	19.2 to 1
Prime instructional time	90.7%	Up from 89.1%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 99.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$13,004	Up 5.0%	\$8,719	\$7,548
Percent of expenditures for instruction**	56.2%	Down from 58.5%	68.0%	68.7%
Percent of expenditures for teacher salaries**	53.1%	Up from 53.0%	62.4%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Brown's Ferry Elementary School's success continues to be grounded in a strong, positive school and community culture that thrives on preserving the rich legacy of excellence and tradition that exists here. Our strong culture is a unifying force for students, parents, community members, faculty, and staff.

Meeting the needs of all students is a clear focus at Brown's Ferry Elementary School. Teachers use a variety of resources to identify individual student's strengths and weaknesses to drive their instructional practices. The interpretation of student data is an important part of daily instruction at Brown's Ferry. MAP, standardized test results, DIBELS results, and running records are some of the information used to provide targeted instruction for individual students. In addition, remediation and enrichment are provided through use of a daily morning intervention block, flexible grouping, and focus groups. This time allows teachers and staff to instruct students in areas of need and at the same time minimize the need for classroom pullouts and interruptions throughout the remainder of the instructional day.

While academics are our focus, opportunities to experience success beyond the classroom are available through art, music, and physical education programs. Students participate in art contests, music programs, Jump Rope for Heart, and Special Olympics. Students are recognized for their efforts, excellence, and positive behavior. Character education is a very important part of our school as well with teachers and administration emphasizing daily expectations and monthly character traits.

The involvement of our School Improvement Council, Parent Teacher Organization, parents, and community members is instrumental in accomplishing the school's goals. They provide classroom resources, student/teacher incentives and support to our school activities and events.

We are very proud of our school and the students at Brown's Ferry. With students, staff and parents working together, great things will continue to happen for students in our school. We truly have a special school environment as the result of our students, staff and parents working in harmony.

Sherrill Moore, SIC Chairperson  
Bethany Giles-Burgess, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	28	27
Percent satisfied with learning environment	80.0%	82.1%	92.6%
Percent satisfied with social and physical environment	73.3%	89.3%	88.9%
Percent satisfied with school-home relations	68.8%	100.0%	74.1%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	80	97.5	30.7	40	29.3	84	83.7	83.5	Yes	Yes
Gender										
Male	43	95.4	28.9	42.1	28.9	84.2	80.4	80.1	N/A	N/A
Female	37	100	32.4	37.8	29.7	83.8	87.2	87	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	90.1	89.6	I/S	I/S
African American	80	97.5	30.7	40	29.3	84	76.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.9	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	11	81.8	I/S	I/S	I/S	I/S	43.5	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	81.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	74	97.3	30.4	40.6	29	84.1	78.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	80	97.5	40	42.7	17.3	81.3	82.1	80.4	Yes	Yes
Gender										
Male	43	95.4	34.2	44.7	21.1	84.2	79.7	78.4	N/A	N/A
Female	37	100	45.9	40.5	13.5	78.4	84.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	89.2	87.8	I/S	I/S
African American	80	97.5	40	42.7	17.3	81.3	74	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.9	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	85	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	11	81.8	I/S	I/S	I/S	I/S	37.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	84.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	74	97.3	42	43.5	14.5	79.7	76.5	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	55	100	54.7	43.4	1.9	45.3	63.8	67.3
Gender								
Male	27	100	N/A	N/A	N/A	52	62.5	66.9
Female	28	100	60.7	35.7	3.6	39.3	65.1	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	78.7	79.6
African American	55	100	54.7	43.4	1.9	45.3	47.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	80	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	63.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	22.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	60.5	58.6
Socio-Economic Status								
Subsidized meals	50	100	N/A	N/A	N/A	43.8	52.8	55.4

Social Studies

All Students	53	98.1	33.3	52.9	13.7	66.7	67.7	70.9
Gender								
Male	30	96.7	28.6	53.6	17.9	71.4	66.3	70.1
Female	23	100	39.1	52.2	8.7	60.9	69.2	71.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	78.2	79.2
African American	53	98.1	33.3	52.9	13.7	66.7	55.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	68.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	29.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	66.3	68
Socio-Economic Status								
Subsidized meals	48	97.9	32.6	56.5	10.9	67.4	57.8	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	79	94.9	26	43.8	30.1	74	69.4	72.1	96.7	95.8
Gender										
Male	42	92.9	24.3	54.1	21.6	75.7	62.3	65.2	96.3	95.7
Female	37	97.3	27.8	33.3	38.9	72.2	76.9	79.2	97.2	96
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	79.6	80.8	N/A	95.2
African American	79	94.9	26	43.8	30.1	74	58.3	59.7	96.7	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.8	87	N/A	96.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	62.2	64.6	97.2	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	11	72.7	I/S	I/S	I/S	I/S	16.6	27.7	95	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	63.7	N/A	97.1
Socio-Economic Status										
Subsidized meals	73	94.5	26.9	44.8	28.4	73.1	60.4	61.9	96.7	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	30	100	37.9	34.5	27.6	62.1
	4	27	100	24	60	16	76
	5	30	100	46.2	38.5	15.4	53.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	19	94.7	27.8	16.7	55.6	72.2
	4	30	100	36.7	36.7	26.7	63.3
	5	31	96.8	25.9	59.3	14.8	74.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	30	100	37.9	44.8	17.2	62.1
	4	27	100	12	60	28	88
	5	30	100	42.3	38.5	19.2	57.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	19	94.7	38.9	38.9	22.2	61.1
	4	30	100	40	46.7	13.3	60
	5	31	96.8	40.7	40.7	18.5	59.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	15	100	73.3	20	6.7	26.7
	4	27	100	28	68	4	72
	5	15	100	50	42.9	7.1	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	9	I/S	I/S	I/S	I/S	I/S
	4	30	100	50	46.7	3.3	50
	5	16	100	N/A	N/A	N/A	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	15	100	50	42.9	7.1	50
	4	27	100	20	60	20	80
	5	15	100	16.7	66.7	16.7	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	9	I/S	I/S	I/S	I/S	I/S
	4	30	100	33.3	53.3	13.3	66.7
	5	14	100	46.2	46.2	7.7	53.8
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	30	96.7	42.9	25	32.1	57.1
	4	27	96.3	37.5	50	12.5	62.5
	5	30	96.7	32	28	40	68
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	19	89.5	17.6	47.1	35.3	82.4
	4	30	96.7	34.5	37.9	27.6	65.5
	5	30	96.7	22.2	48.1	29.6	77.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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